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This study reports the relation of sex and scholastic aptitude to teachers' descriptions of the adjustment and classroom behavior of Negro and other seventh grade students. Scholastic aptitude was estimated by California Mental Maturity Test IQ scores. The subjects were 153 students in a northern Virginia suburban community. The major finding from 2 x 2 x 2 analysis of variance comparisons of teacher descriptions for IQ equivalent subgroups was that the effect of race tended to be contingent on scholastic aptitude and was clearly not dependent on sex. Teachers described higher IQ Negro students as favorably as they described higher IQ Other students but the lower IQ Negro pupil was more likely than the lower IQ Other child to be seen as maladjusted, verbally aggressive, and low in task orientation. A second finding was that boys were described as more maladjusted, more verbally aggressive, more introverted, and less task oriented than were girls. (Authors)

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Sex and Scholastic Aptitude as Variables in Teachers' Ratings of the Adjustment and Classroom Behavior of Negro and Other Seventh Grade Students

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Little is known about the associates of teachers' opinions of Negro and white pupils, although the importance of teachers' opinions and the fact that they are related to demographic variables such as sex and socioeconomic status appears to be well documented.

It has frequently been reported that teachers are more likely to describe boys than girls as maladjusted or as behavior problems (Beilin, 1959; Goldstein & Chorost, 1966; Long & Henderson, 1966; Vroegh & Handrich, 1966) and that children from well-to-do families are more likely than are lower class children to meet with approbation and success in school (Charters, 1963). This latter finding has been interpreted as an indirect effect of social class differentials in academic preparation and opportunities (Sexton, 1961), but recent studies have indicated that even among children of equal academic achievement who attend the same school, students whose parents are semi-skilled, unskilled, or unemployed are described less favorably than are students from upper and middle class families (Davidson & Lang, 1960).

There is considerable evidence that students who are described unfavorably by their teachers tend (1) to describe themselves unfavorably, (2) to be aware of their teachers' poor opinion of them, and (3) to receive lower grades than students whom the teacher describes favorably (Davidson & Lang, op. cit.; de Groat & Thompson, 1949; Fox, Lippitt & Schmuck, 1964; Goldblatt & Tyson, 1962). Despite agreement that teacher attitudes toward Negro children should be highly important for their classroom behavior (Clark, 1963; Coleman, 1966; Deutsch, 1960; Katz, 1964; Riessman, 1962), Katz (1966) has concluded that there has been no adequate assessment of the attitudes of white teachers toward minority group pupils.

The present analyses were undertaken to identify for use in planning an inservice teacher education program to facilitate integration, the extent to which the variables of sex and scholastic ability are associated with teachers' descriptions of Negro and Other than Negro students. (These students will hereafter be referred to as Others.) The results of these analyses indicate that teachers describe brighter Negro students as favorably as they describe brighter Other students but that among less able students, the Negro child, unlike the Other child, is seen as a hostile non-participant in class activities. Regardless of race or scholastic aptitude, boys are described as less task oriented, more introverted, more verbally aggressive and more maladjusted than are girls.

METHOD

Subjects

The subjects (Ss) were selected from seventh grade classes in a northern Virginia suburban community which had integrated its schools in the year of the study. Racial group membership was inferred from attendance at segregated schools during the prior year. By this criterion, 9.8% (199) of all seventh grade students were Negro and 90.2% (1931) were Other than Negro.[1] The small total population of Negro students precluded selecting proportional random samples of Negro and Other Ss. In order to include as many Negro Ss as possible within the practical limits of teacher contact, the junior high schools with the largest numbers of Negro students were identified. Eighty-nine percent of the Negro students attended three of the system's six junior high schools. It was not possible to estimate social class membership directly for each student; however, two of the schools were in neighborhoods judged as lower class (mixed residential and commercial buildings, low-cost housing, poor upkeep of buildings) and one, by the same criteria, was judged to be lower middle class. As these schools draw students from neighborhoods surrounding them, the social class of the student group may be at least generally inferred. In the two schools judged to draw lower class students, 24.5% and 27.7% of the seventh grade students were Negro. In the third school, which was judged to draw lower middle

class students, 9.8% of the seventh grade students were Negro. A sample of 100 Negro and 100 Other subjects was chosen by a table of random numbers from the total of 177 Negro and 805 Other students attending these three schools. The students were not selected with consideration to sex.

Procedure

One teacher was selected at random from each S's schedule card. Both to conserve teacher time and to avoid, insofar as possible, biasing the data with respect to individual differences among raters, no teacher was asked to evaluate more than five students. In the "lower middle class" school, all 17 seventh grade teachers were included in the survey; in the other two schools, 76.7% (23 out of 34) of the seventh grade teachers participated. Twenty of these forty teachers taught general education courses, five taught mathematics, and the remaining 15 taught subjects such as physical education, language, music and art. Thirty six of the teachers were white and thirty were women. Class assignment in the system, and therefore selection for inclusion in the sample was random with respect to pupil and teacher race and sex.

The teachers were contacted by mail. The covering letter stated that the intention of the study was to standardize the instruments and requested the teacher's cooperation in describing the adjustment

and classroom behavior of the five students selected for him or her.

The questionnaires were distributed in November 1965. Of the 200 eligible students, 178 were rated and 153 records were sufficiently complete to be included in the analyses. There were significant differences in the proportion of records returned by race (92% returns for Other Ss as compared with 61% returns for Negro Ss), but not by sex. Non-returns were due primarily to insufficient teacher time and to the fact that eleven pupils had left the school system between the time of selection and rating.

Measures

The teachers were asked to rate the students' adjustment on the following scale which was developed by Ullman (1952) and modified by Glidewell, Domkee, and Kantor (1963). The first two categories of Glidewell et al.'s scale were revised to emphasize social rather than academic accomplishment as the criterion of adjustment.

1. Well adjusted. A happy child who gets along reasonably well and had little or no difficulty adjusting to others or to classroom activities.
2. No significant problems: A child who gets along reasonably well and has little or no difficulty adjusting to others or to classroom activities.
3. Subclinically disturbed. A child who is not so happy as he might be, has moderate difficulties getting on, and to whom growing up represents something of a struggle.

4. Clinically disturbed. A child who has, or at his present rate is likely to have, serious problems of adjustment, and needs clinical help because of such problems.

It will be noted that with this instrument the teachers were not asked to identify students who presented problems in classroom management; attention was rather directed toward a more clinical definition of social and emotional adjustment.

The teachers were then asked to rate each of their students on the Classroom Behavior Inventory, (CBI), a recently developed 320 item questionnaire (Schaefer, Aaronson and Burgoon, 1966). The questionnaire items were intended to describe behavior and to reduce as much as possible inferences about motives and feelings. Sample items included: "Often disagrees with what others suggest," "Brags how he is able to outwit others," "Begins work at once, as soon as something is assigned," "Seldom talks to other children before or after class," "Sticks to old ways of doing things; hates to make changes."

The teacher was asked to describe the behavior of each child for each item, with the following response options: 1. Not at all like the child, 2. Very little like the child, 3. Somewhat like the child, and 4. Very much like the child. The specific instructions were:

"Please give a response to every item and base your response upon your personal observation and experience with the pupil. In the case of items relating to behavior which you have not observed, respond as you would expect this child to behave as a general rule."

There are 64 five item scales. Scale reliabilities for the sample of 153 subjects as estimated by Kuder-Richardson Formula 20 ranged from .73 to .96. The median internal consistency scale reliability was .86. A principal components analysis, Varimax rotation, yielded three factors. Scales describing perseverance, conscientiousness, concentration, achievement orientation, academic seriousness and methodicalness had loadings of .76 to .86 on Factor I, "Positive task orientation." Irritability, argumentativeness, attention seeking, boastfulness, quarrelsomeness and dominance had loadings of .86 to .93 on Factor II, "Verbal aggression." Active helpfulness, cheerfulness and gregariousness had high negative loadings and social withdrawal, depression and emotional passivity had high positive loadings on Factor III, "Introversion-extroversion." Adjustment ratings correlated .43, .43 and -.48, respectively, with the three factors. The average scores of each subject were computed for the six scales with the highest loadings on each of the three factors. (Due to computer limitations, true factor scores could not be computed. The average scores would be expected, however, to correlate highly with the true factor scores.)

Scholastic aptitude was estimated by the California Mental Maturity Test, Short Form, (CMMT), which had been administered in the last part of the sixth grade. CMMT IQ equivalents were used in the analyses as measures of scholastic aptitude. Also reported are grade equivalent scores for the Iowa Silent Reading Test, which was administered at the beginning of the seventh grade.

RESULTS

The distribution of adjustment ratings by sex and race is shown in Table 1. Only 4% of all Ss were described as clinical problems, 33% of the students were described as very well adjusted, 40% were described as presenting no problems and 23% were described as sub-clinical problems, a distribution similar to that reported by Ullman (op. cit.) for ninth grade white students. Clinically and sub-clinically maladjusted categories were pooled for the following 2 x 3 comparisons. Girls were significantly more likely than boys to be rated as well adjusted ($\chi^2 = 15.24$, $p < .01$), whether the students were Other ($\chi^2 = 6.43$, $p < .05$) or Negro ($\chi^2 = 12.64$, $p < .01$). Other students were more likely than Negro students to be rated as well adjusted if the students were girls ($\chi^2 = 8.40$, $p < .05$), but not if the students were boys ($\chi^2 = 2.30$, $p > .50$).

(Table 1 about here)

Among Other students there was no significant relation between IQ and adjustment ($r = -.05$, $p > .10$), whether the students were girls ($r = -.16$, $p > .10$) or boys ($r = 0.06$, $p > .10$). There was no relation between scholastic aptitude and adjustment for Negro girls ($r = -.01$, $p > .10$) but the less able Negro boys were more likely than were the brighter Negro boys to be described as subclinically or clinically disturbed ($r = -.48$, $p < .01$). Scholastic aptitude is thus shown to be a significant associate of teachers' ratings of adjustment only with Negro boys.

A. Analyses by Race and Sex for the Whole Sample

A two way unweighted means analysis of variance (Winer, 1962) was computed for race and sex for each of the 64 scales. On 48 of the 64 scales, the effect of sex was significant at $\leq .05$ level of confidence (l.o.c.). On 46 scales, the effect of race was significant at $\leq .05$ l.o.c. On only one scale, "Work fluctuation," there was a significant race x sex interaction. The mean IQ for girls, 101.4, did not differ significantly from the mean IQ for boys, 100.2; the mean IQ for Negro Ss, 87.5, was significantly lower than the mean IQ, 113.0, for Other Ss. While scholastic aptitude would not seem to account for the differential description of boys and girls, the characteristics attributed to Negro Ss as compared to Other Ss might be associated with lower scholastic ability rather than with race per se.

There are considerable methodological difficulties in isolating the variance due to race and sex from that due to scholastic aptitude because of the low overlap in the CMMT distributions and the asymmetry of IQ/adjustment and IQ/CBI scale correlations. As an example, "submissive" correlated -.30 with CMMT IQ for Other girls and +.40 for Negro boys; "methodical" correlated .51 and .40 with IQ for Negro girls and Negro boys, but for Other boys, r = .01. Analysis of covariance was not appropriate since, except for Negro Ss, there was no reliable evidence of a linear relation between the dependent variables and scholastic aptitude as measured by the CMMT. Despite restrictions on generalizations to the upper end of the Other IQ distribution, the most defensible approach seemed to be a three-way analysis of variance for race, sex, and IQ.

B. Analyses by Sex, Race and Scholastic Aptitude for IQ Equivalent Subsamples

The overlap between Other and Negro CMMT distributions ranged from IQ 68 to 114. Other students with IQs above 115 (N = 37) were dropped from these analyses in order to facilitate matching IQ groups; all Ss with IQs below 68 (N = 6) were also dropped. "Higher" Ss were defined by IQs between 99 and 114; "lower" Ss were defined by IQs between 68 and 98. Two-way unweighted means analyses of variance (race and scholastic ability) were computed for each of the 64 scales for the IQ-selected samples of boys and girls. Of the 128 F's, 14 were significant for race at $\leq$.10 1.o c., 21 were signigicant

for scholastic aptitude, and 27 of the interactions were statistically reliable. For expository simplicity we will describe the results primarily in terms of the 2 x 2 x 2 unweighted means analysis of variance completed for each of the three factor scores. The means for the eight cells for each factor are shown in Table 2.

Table 2 about here

Sex: As Table 3 indicates, on all three factors, sex accounted for a significant portion of the variance: girls tend to be rated higher than boys in task orientation and were less likely than boys to be described as either verbally aggressive or as high in introversion-extroversion. Sex did not interact with race or scholastic aptitude on any factor.

Scholastic Aptitude: Scholastic aptitude did not account for a significant portion of the variance on any factor.

Race: Race accounted for a significant portion of the variance on task orientation and introversion-extroversion. Negro students were more likely than were Other students to be described as low in task orientation and were more likely to be described as relatively more introverted than extroverted. For two factors, task orientation and verbal aggression, the interaction of race with scholastic aptitude was significant. On task orientation, the difference between Negro and Other students was greater among lower IQ than among higher IQ subjects, regardless of sex. On verbal aggression, the effect of

race depended on scholastic aptitude: among brighter students, Negro Ss were described as less verbally aggressive than were Other Ss, while among low IQ students, Negro Ss were described as more verbally aggressive than were Other Ss.

Table 3 about here

To facilitate interpretation of the introversion scores, the scales which measured introversion and extroversion were considered separately. For the average scores on the three "extroversion" scales, there were no effects for race, sex, scholastic aptitude or any combination of these significant at $\leq .05$ l.o.c., although Other students tended to be described as more helpful, cheerful and gregarious than were the Negro students ($p < .10 > 05$). On the three scales measuring "introversion," there was a significant effect only for sex; boys, regardless of race, were more likely than girls to be described as withdrawn, asocial, and emotionally passive. To see if the effect of sex was linear, analyses of variance were computed on factor scores for the Other students only by IQ (highest, higher and lower) and sex: again, regardless of IQ, boys were described as more withdrawn, asocial and emotionally passive than were girls. For the Other students only, with the highest IQ subjects included, girls were significantly more often described as cheerful, gregarious and actively helpful.

The results of these analyses and of analyses of the 64 individual scales for the IQ equivalent subsample are summarized in the following section.

(1) Among Negro students, low IQ Ss were more frequently described as low in adjustment, low in task-orientation, verbally aggressive, rebellious, asocial and unruly. They were seen neither as well behaved nor as studious. Higher IQ Negro subjects were likely to be described as task oriented, methodical, persevering, sociable, trustful, submissive and as low in rebelliousness and verbal aggression. They were seen as well behaved, hardworking, studious pupils.

(2) Among Other students, low IQ Ss were more frequently described as task oriented, low in verbal aggression, compliant, cooperative, and considerate. The CMMT and reading achievement scores suggest that they are not achieving despite the high level of academic and social effort described: not unpredictably, low IQ Other Ss were also seen as lower in self-esteem, and as more tense and fatigued than were the other three subgroups. The higher IQ Other subjects were likely to be described as task oriented, verbally aggressive, inquisitive, enthusiastic and as leaders.

In the IQ equivalent subsample, then, race is associated with descriptions of classroom behavior, but the direction of the association tends to be contingent on the scholastic aptitude of the subject and is due primarily to the unfavorable descriptions of Negro as contrasted to Other low IQ students. The classroom behaviors described by the

teachers suggest that the low IQ Other student and the higher IQ Negro student tend to cope with the demands of school by working hard and carefully and by offering few problems in classroom management. The low IQ Negro student appears to have resigned from the educational process and is seen as poorly adjusted, unruly and uninvolved, behaving in ways generally considered to be associated with educational failure and classroom management difficulty. The data suggest that the Other, higher IQ student may be freer to adopt a mode of response characterized by exploration, dominance, independence and academic interest.

(3) Regardless of race or scholastic aptitude, boys were more likely to be described as hyperactive, asocial, verbally and physically aggressive and tense and were less likely to be described as friendly, methodical, persevering, task oriented and well-adjusted than were girls. They were not likely, however, to be described as lower in enthusiasm, inquisitiveness, leadership, verbal expressiveness, academic ability nor as higher in conformance.

DISCUSSION

One important finding of this study is that the unfavorable description of the Negro student is associated primarily with Ss of lower scholastic aptitude. At least two questions may be raised concerning the interpretation of this finding, in addition to the

limitations imposed by the restricted range of scholastic aptitude and by the small Ns: (1) is it an artifact of social class and (2) are teachers' descriptions observations of actual behavior or perceptions that would be considered biased or limited in comparison to what other observers might report?

(1) We do not know whether the interaction among scholastic aptitude and race is associated with Negroes in particular, with minority groups or more generally with social class. The description of the low IQ Other student suggests some effort by the child to conform to the demands of middle-class parents for good grades and good behavior in school while the description of the low IQ Negro student does not and seems more consistent with behavior generally attributed to children from low income families.

Schmuck & Luszki (1966) have reported that in a small, mid-western community, there was no difference in achievement, self-ratings and teachers' classroom behavior ratings when socioeconomic status was carefully matched for Negro and white students. They conclude that relations among race, self-esteem and achievement are confounded in other studies with social class. Only 63 pairs of students, ranging in age from 8 to 16 years were involved in the study; a larger sample may be needed at each age and grade level to test the social class interpretation rigourously and the nature of the community might itself be a relevant variable (cf Davidson and Lang,

op. cit.). In our sample, it is possible that despite the somewhat homogeneous neighborhoods, Other and higher aptitude Negro students came from less deprived homes than did lower aptitude Negro Ss.

(2) We have referred to teachers' descriptions rather than to either teachers' perceptions or students' behavior. The teachers had access to intelligence test and reading scores and knew the students' race and sex. Whether in this instance the frequently postulated interaction between expectations and observations is weighted more heavily with expectations or was formed by observation relatively independent of teachers' a priori values, is moot.

Considering the "observation" interpretation, results similar to ours have been noted for younger children whose teachers had volunteered for the assignment. Such teachers might be expected to be somewhat more favorably disposed toward the children than public school teachers assigned to schools in low income Negro neighborhoods. Lamb, Zwiller and Maloney (1965) found, for example, that white girls gained most from Headstart experiences and that the Negro boy was both least favorably described by his teacher and least likely to benefit from the preschool program. The description of the brighter Negro students as more "compliant" is congruent with the report that in comparison to white liberal arts college students, Negro liberal arts students scored higher on deference and lower on exhibitionism, autonomy and dominance on the self-descriptive Edwards Personal

Preference Schedule (Pettigrew, 1964).

Considering the "opinion" interpretation, Rosenthal & Jacobson (1966) and Flowers (1966) have shown that students' IQs and classroom performance tend to increase when teachers are led to believe the child's intellectual potential is high relative to an equally bright control subject whom the teacher believes has lower intellectual potential. Their effects have been demonstrated, however, more reliably in younger than older children.

Davidson and Lang's comments (1960, p. 114) on the antecedents of scholastic difficulty may be relevant here:

> "It is likely, therefore, that a lower class child, especially if he is not doing well in school, will have a negative perception of his teachers' feelings toward him. These negative perceptions will in turn tend to lower his efforts to achieve in school and/or increase the probability that he will misbehave. His poor school achievement will aggravate the negative attitudes of his teachers toward him, which will, in turn affect his self-confidence, and so on. This vicious entanglement must be interrupted at some point. The point of attack may well be the teacher whose capacity to reflect feelings conducive to the child's growth should be of concern to educators."

To this we would add that both the relatively high correlation between IQ and adjustment for Negro males and the analysis of variance results suggest that the low IQ Negro is alienated from the school situation, i.e., is not task oriented and is verbally aggressive and withdrawn. This finding supports the need for programs designed to raise the level of intellectual performance before the vicious cycle of low achievement, teacher rejection and child alienation begins.

A second major finding in this study is that boys were described as less task oriented, more verbally aggressive and more introverted than girls. The latter result is unexpected as girls have been generally described as less outgoing and more introverted than boys. Our initial interpretation of the introversion-extroversion analysis was that helpful classroom behavior, "extroversion," might be accounting for most of the variance: clearer sex differences were found, however, for the "introversion" than for the "extroversion" factor scores.

Interpretations of the sex differences in personality and attainment have ranged from biological forces to a greater disparity for boys than for girls between the classroom demands of female teachers and socially defined behavior appropriate to the students' sex. Maccoby (1966) reviewing this literature, has noted that peer group pressures on boys are often directed to non-academic pursuits; "that boys are more frequently engaged in efforts to achieve autonomy,

especially in relation to their mothers, with the result that they are less willing to accede to the demands of their predominantly female teachers; and that even in high school, boys are more likely to do poorly in subjects that bore them." (p. 32) The observed higher "introversion" ratings for boys may thus indicate apathy in a traditionally academically oriented classroom situation rather than a more general trait.

SUMMARY AND CONCLUSIONS

This study reports the relation of sex and scholastic aptitude to teachers' descriptions of the adjustment and classroom behavior of Negro and Other seventh grade students. Scholastic aptitude was estimated by California Mental Maturity Test IQ scores. The subjects were 153 students in a northern Virginia suburban community. The major finding from 2 x 2 x 2 analysis of variance comparisons of teacher descriptions for IQ equivalent subgroups was that the effect of race tended to be contingent on scholastic aptitude and was clearly not dependent on sex. Teachers described higher IQ Negro students as favorably as they described higher IQ Other students but the lower IQ Negro pupil was more likely than the lower IQ Other child to be seen as maladjusted, verbally aggressive, and low in task orientatinn. A second finding was that boys were described as more maladjusted, more verbally aggressive, more

introverted, and less task oriented than were girls.

Generalizations from these results are limited by lack of information on (1) the extent to which the descriptions reflect actual behavior as contrasted to biased perceptions and (2) possible social class differences. The results are, however, consistent with other evidence supporting the need for programs designed to raise the level of intellectual performance as early as possible and to develop teacher understanding and acceptance of groups of pupils who now are likely to experience rejection in the classroom.

Footnotes

* We wish to thank Karen Pettigrew for statistical guidance and for computation of the tests for linearity of regression and Ann Drake for her assistance in the analysis and interpretation of results.

1 The community, while predominantly white, includes a variety of ethnic groups. No direct information on family background can be obtained for the Ss. The students who had not attended a Negro school are therefore described as "Others."

Table 1

Percent of Other and Negro, Male and Female Seventh-grade Students Rated as Adjusted and Maladjusted by Their Teachers

Race and Sex	N	Teacher Ratings of Adjustment			
		Very well	No problems	Subclinical	Clinical
Other					
Male	42	31%	33%	33%	3%
Female	47	53	32	13	2
Negro					
Male	31	16	35	35	13
Female	29	24	66	10	0
Total	149	33 %	40 %	23 %	4 %

Table 2

Means and N's of Teacher Ratings on Factor Scores: I, Task Orientation (TO); II, Verbal Aggression (VA); III, Extroversion-Introversion (E-I) and Extroversion (E) and Introversion (I) by Scholastic Aptitude, Race and Sex for Seventh Grade Students

Group[1]	N	Mean CMMT IQ	Mean Reading Achievement	Factor Score Means TO	VA	E-I	E	I
<u>Males</u>								
Negro								
Low IQ	15	81.5	3.9	9.8	12.1	0.5	11.6	12.7
High IQ	11	105.2	4.9	11.7	9.9	-9.8	13.8	12.1
Other								
Low IQ	8	78.9	4.5	13.5	10.1	-1.4	14.2	11.3
High IQ	11	109.4	6.6	11.8	11.7	-1.5	13.4	10.8
VH IQ	20	122.9	9.5	13.2	9.5	-1.8	13.8	12.6
<u>Females</u>								
Negro								
Low IQ	18	86.7	5.4	11.7	9.1	-1.6	13.8	10.5
High IQ	7	104.1	6.9	14.7	6.3	-2.1	13.5	9.3
Other								
Low IQ	11	87.9	5.7	15.2	6.8	-2.1	14.4	10.3
High IQ	17	108.2	7.6	15.7	7.1	-3.3	15.5	8.9
VH IQ	17	123.5	9.6	15.0	8.1	-3,3	15.5	9.1

[1] CMMT IQ (very high, 115-140; high, 99-114; low, 68-98)

Table 3

F Ratios for Unweighted Means Analyses of Variance[1] by Scholastic Aptitude, Race and Sex Computed for Factor Scores[1] Derived from Teachers' Ratings of the Classroom Behavior of Seventh Grade Students

		F ratios for Factor Scores[2]				
	Source	TO	VA	E-I	E	I
A	Scholastic Aptitude	1.77	1.13	1.90	0.81	2.48
B	Race	8.91**	0.31	4.09*	3.81	1.98
C	Sex	14.27***	24.77***	7.13**	2.92	11.33**
AxB		4.82*	5.61*	0.51	0.42	.00
AxC		1.42	0.43	0.15	.00	.41
BxC		0.83	0.20	0.17	.00	.80
AxBxC		1.44	0.07	0.83	3.20	.03

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[1] I, Task Orientation (TO); II, Verbal Aggression (VA); III, Extroversion-Introversion (E-I); and Extroversion (E) and Introversion (I).

[2] With 1, 60 df, F ratios of 4.00 (*), 7.08 (**) and 11.97 (***) are required for significance at the .05, .01, and .001 levels of confidence.

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